

2010-2012 KENTUCKY BRANCH BUDGET
Additional Budget Request: Program Narrative/Documentation Record

PRIORITY
Cabinet #:
Agency #:

OPERATING BUDGET REPORT B-4

Agency: Council on Postsecondary Education
Appropriation Unit: Council on Postsecondary Education
Program/Service Unit:
Sub Program:
Posting Unit:
REQUEST TITLE:

Governmental Branch: Executive Branch
Cabinet/Function: Postsecondary Education

I. PROGRAM/RESULTS DOCUMENTATION	Requested FY 2009-10	Requested FY 2010-11	Requested FY 2011-12
(a) Total Funding		\$12,240,000	\$9,390,000
(b) Quantitative Data			
Standards and Assessments		\$1,550,000	\$200,000
- PS Standards Development \$250,000			
- PS Placement testing \$100,000			
- PS Assessment Development - \$1,100,000			
- Communication of standards at PS level - \$100,000			
Professional Development for Postsecondary Faculty		\$3,130,000	\$1,630,000
- PD content modules for PS faculty - \$500,000			
- PD modules for PS COE faculty - \$1,000,000			
- PD summer academies that integrate strategies, lessons, and assessments to implement revised curricula \$1,000,000			
- Technology services for delivering and tracking PS faculty PD - \$490,000			
- Council and KDE Professional Development Collaboration - \$140,000			
College Completion		\$5,400,000	\$5,400,000
- Staffing support for support programs and services based on revised systemwide standards of placement - \$3,600,000 (60 FTE @ \$60,000 per FTE with 2 staff at each of the 24 institutions and one additional staff for the 12 KCTCS and regional institutions serving higher numbers of students with readiness needs).			
- Reading faculty needs to implement new systemwide standards - \$1,800,000 (30 FTE @ \$60,000 per FTE with one additional faculty at each institution and 6 faculty for KCTCS and regional institutions serving the highest numbers of students with developmental needs)			
Postsecondary and P-12 Collaborations		\$2,160,000	\$2,160,000
- Bridge and transitional program materials - \$720,000 (\$30,000 per program for 24 programs, one on each PS campus)			
- Staffing support for transition and bridge program implementation - \$1,440,000 (24 FTE at \$60,000 per FTE, one staff person per institution)			

II. PROGRAM DESCRIPTION/PURPOSE

Senate Bill 1 is a significant piece of education legislation that revises the assessment and accountability system for P-12 education in Kentucky. It requires a revision of standards to be based on national and international benchmarks in order to increase the rigor and focus of the content of P-12 education, increasing the number of students who are ready for success in college and the workforce. Reviews of postsecondary introductory course standards in English, mathematics, reading, sciences and social studies will occur simultaneously with reviews of K-12 college readiness standards to ensure one set of standards for P-12 through postsecondary introductory level courses. Resources need to be directed to the review of standards, standards development, assessment development around the new standards, professional development for all postsecondary education professionals related to the standards and assessments, and P-12 and postsecondary college readiness and graduation efforts.

The revised systemwide standards of readiness are higher and will result in more students identified with developmental and supplemental course needs in the immediate future. Revisions to postsecondary placement, formative, and summative assessments for entry into and through

introductory level coursework in reading, writing, and mathematics will be undertaken. Institutional costs for placement testing directly related to the increase in the systemwide placement standards for mathematics and reading will occur. Additional faculty are needed to implement the more rigorous readiness standard for reading.

The overarching mission of our teacher education programs will be better outcomes for students. The creation of a new model for professional development for our pre-service and in-service teacher core and school leaders is needed. Postsecondary professional development will center on both content faculty, particularly in the liberal arts, and college of education faculty. Postsecondary faculty understanding of the core content standards and related assessments for these standards is central to improving the quality of our teacher educator core. Our teacher education programs will not only provide high-quality instruction during the in-service phase of the program but will be centers for ongoing research support and teacher professional development throughout each teacher's career in the classroom. The model proposed will more closely mirror the model used for training medical professionals and reflect a "teachers as scholars" approach. College of education faculty will have access to both ongoing and "just in time" PD through technological resources and in face-to-face trainings that include strategies, lessons, and assessments to implement the revised curricula for the core content standards.

As part of the unified plan to support Senate Bill 1, the Council is proposing to work with KDE to create and support a professional development system that integrates institutions of higher education and KDE into a partnership for its delivery model. While various approaches will be used to provide professional development, including technological resources, local networks, and train-the-facilitator models, the Council plans to work with KDE to help school districts develop requests for proposals (RFP) around their schools' specific professional development needs. The institutions of higher education would respond to these proposals with projects that use a research-based approach to assisting teachers with improving instruction and therefore student achievement. KDE and the Council would work together with the school districts to review these proposals prior to awarding ensuring projects selected meet high-quality and highly effective standards. This system would serve two important purposes: 1) local responsibility for determining professional development needs and local control of the professional development funds would be maintained; however, the choices and resources available to school districts to meet these needs would now be assured of being high quality; 2) current professional development dollars would be reallocated to activities that are based upon proven methodology, and the funds would flow in a circular pattern within the state, allowing higher education to serve K-12 schools more directly and allowing the work in K-12 schools to improve higher education, particularly in the area of teacher training. Additional staffing would be required to manage the process from the postsecondary perspective.

For students entering postsecondary institutions, unified strategies to promote persistence and graduation must be developed. These strategies and the support services related to implementing these strategies for students entering underprepared for credit-bearing coursework will include the development and implementation of accelerated developmental courses, supplemental coursework, intrusive advising and mentoring programming, early alert programming, tutoring, and other student support and student tracking services. Additional staffing will be needed to support these programs and services.

Collaborations with P-12 and postsecondary institutions in bridge programming and middle and high school transitional coursework are evidence-based practices that promote college readiness for middle and high school students not meeting targets for college readiness. Implementing these strategies will require additional staffing on each of the 24 postsecondary campuses. These collaborations are essential in creating and maintaining the student, teacher, and school leader emphasis on college and workforce readiness standards and provide opportunities to build bridges between secondary and postsecondary education. Staffing support needs are reflected in the budget request for these efforts.

III. PROGRAM RESULTS/FISCAL JUSTIFICATION

If adequate funding is not made available, the goals and intended outcomes for this key legislation will not be achieved. As a result, current planning will need to be modified and the quality of educational support services will adversely impact the level of effective teacher training programs. Lack of appropriate postsecondary faculty training in turn leads to inadequate P-12 teacher training on standards and assessments. The learning outcomes of Kentucky's teachers and students, the college readiness levels of recent high school graduates, and the retention and college completion rates of students entering our postsecondary institutions with remedial needs must remain the foci of education in Kentucky.